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ABSTRACT

This report covers Title I programs operated from July 1976 through August 1977 and includes a description of the evaluation methods used, descriptions of the programs and the primary instructional services offered, and evaluations of individual programs. Emphasis is placed on the impact project participation had on the academic achievement and/or behavior of the students served. Taken into consideration are student characteristics such as age level, previous educational experience, ethnic membership, and length of project participation. Tables and graphs illustrate comparative and evaluative findings. Data indicate that remedial tutorial reading programs were more successful than remedial tutorial mathematics and perceptual motor training programs. Appendices include samples of forms used in the programs and in the program evaluations and a brief historical outline of Title I program development in Wisconsin.

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STATE OF WISCONSIN
ANNUAL EVALUATION REPORT
E.S.E.A. TITLE I PROGRAMS FOR
NEGLECTED AND DELINQUENT CHILDREN

FISCAL YEAR 1977

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I. INTRODUCTION

This report has been prepared to fulfill the State of Wisconsin's responsibility for evaluating Title I funded educational programs for delinquent children in state operated correctional institutions. The findings in the report are taken from information supplied to the Wisconsin Department of Public Instruction in institutions' Title I, E.S.E.A. Grant Applications and end-of-project evaluation reports. The programs described operated in 4 different correctional institutions and were administered by the Department of Public Instruction in cooperation with the Department of Health and Social Services, Division of Corrections, which has an overall responsibility for programs in state operated correctional schools.

This report covers projects operated from July of 1976 through August of 1977.

Persons interested in additional information on the programs described are invited to contact the Wisconsin Department of Public Instruction Title I Office.

II. METHODOLOGY

In preparing this report, an effort was made to determine what impact project participation had on the academic achievement or behavior of the students served. Information on changes in student achievement was based on scores taken from nationally normed standardized reading and mathematics achievement tests and information on student behavioral changes from observational reports from institution staff, psychological tests, and, in certain cases, findings from follow-up studies of student activities following their release from the correctional system.

Two factors hindered the effort to determine program impact. First, the population was highly mobile. Sudden releases, transfers, and on-going admissions during the year meant that it was impossible to assess all of the students served by these programs. In some cases, the loss of information was as high as two-thirds of the participants in a project. This meant that the findings reported could not be taken as representative of the programs' impact--had the other students been included, the findings might have been much different. Mobility also seriously hampered the attempt to evaluate student achievement. Norms from most of the instruments used are most valid when testing occurs in the fall or spring. But students entered and left the Title I programs all year. Thus the scores obtained from students tested other than in the fall or spring may not accurately reflect student performance.

The second major factor affecting the evaluation was the very low achievement levels of the students served. Although most of the students would be expected to be in 10th through 12th grade in a public school setting (most were 15 - 17

years old), their reading or mathematics ability was so low that many were given tests normed on much younger students. (The use of tests normed on second through sixth graders was not uncommon.)

Because students were tested throughout the year, and were given tests normed on a younger population, the percentile scale could not be used. The grade equivalent scale was therefore selected to interpret changes in students' performance. Evaluators were instructed to use the grade equivalent scores to sort student test scores into groupings mirroring the performance levels usually observed in public school graded classes. The sorting procedure also grouped student test scores by the length of their participation in the Title I project.¹ These scores were then analyzed to see if the differences between pre and post test scores were large enough to rule-out the influence of chance (viz. if the score differences were statistically significant). If the differences could not be attributed to chance, they were examined to see if they exceeded the amount of gain typically shown by average students in a similar period of time. (The observation of such changes would indicate improved performance on the part of project participants because they were selected for participation in the Title I program on the basis of less than average academic performance.)

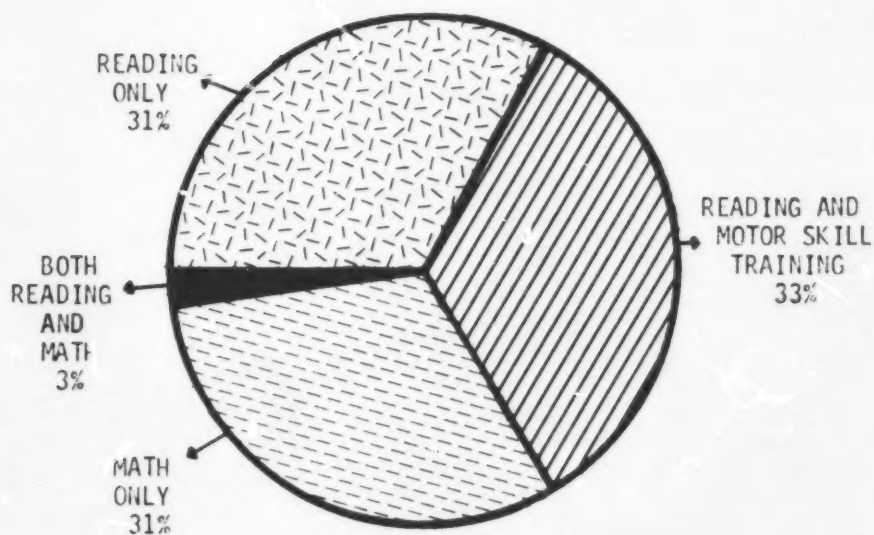
¹To find the average grade equivalent score for student achievement and participation groupings, correctional school evaluators were asked to average student standard scores and then to find the corresponding grade equivalent scores. However, only a few did so. Most of the reports showed average raw scores and corresponding grade equivalents. Others reported only grade equivalent scores. Thus, the statewide report analysis had to utilize the grade equivalent scores as well.

III. PROGRAM DESCRIPTION

Title I of E.S.E.A. provided \$528,600.00 to support compensatory education programs for juveniles in Wisconsin correctional institutions in 1977. These funds were used to support Title I programs at two state institutions for juvenile offenders (Wales and Lincoln) and at two institutions serving both adult and juvenile offenders (Black River Camp and Wisconsin State Reformatory). Collectively, these 4 programs served 753 students from 12 to 20 years of age.

Reading, mathematics and motor perceptual skill training were the primary instructional services offered in Title I programs. Most students received either reading or mathematics; only a small minority (3%) received both.

FIGURE 1.--PERCENTAGE OF TITLE I STUDENTS
BY TYPE OF SERVICE, 1977
(N = 753)



Two institutions serving only juvenile offenders also offered 3 Title I funded supportive services: re-entry counseling, vocational counseling and speech/hearing therapy. Re-entry counseling (to assist students re-adjust to community and school settings following their release) was offered to 295 or 57 per cent of the 518 students in these institutions. Vocational career counseling was offered to 47 at Wales and speech/hearing therapy to 75 students at Wales.

Staff

The staff employed by Title I only totaled 25.1 full-time equivalent positions. Fifty-nine per cent of the staff were secondary grade teachers (14.75 F.T.E.). Other staff included: 1 teacher aide, 3.5 clerical, 4.0 counselors, 1.0 speech therapist and 0.85 administrator.

TABLE 1
TITLE I FUNDED STAFF, FY 1977

STAFF	INSTITUTION		TOTAL
	JUVENILE	ADULT	
Teachers	10.0	4.75	14.75
Aides	1.0	-	1.0
Clerical	3.0	0.50	3.5
Psych	-	-	-
Test	-	-	-
Counsel	4.0	-	4.0
Speech	1.0	-	1.0
Admin.	0.85	-	0.85
Volunteers	-	-	-
TOTAL	19.85	5.25	25.1

Expenditures

Institution staff estimated that they used \$377,530.00 of the FY 1977 Title I grant to operate their programs. Seventy-four per cent of these expenditures were related to instructional services.

TABLE 2
TITLE I EXPENDITURES, FY 1977

EXPENDITURE PURPOSE	INSTITUTION		TOTAL
	JUVENILE	ADULT	
Instruction			
Reading	\$85,346.00	\$18,781.00	\$104,127.00
Math	\$42,735.00	\$20,392.00	\$63,127.00
Psycho Motor	\$61,680.00	\$30,562.00	\$92,242.00
Youth Tutoring	-	\$20,700.00	\$20,700.00
Support Service			
General Counseling	\$17,579.00	-	\$17,579.00
Re-Entry	\$33,742.00	-	\$33,742.00
Speech Therapy	\$19,382.00	-	\$19,382.00
Project Management			
Inservice	\$2,910.00	\$695.00	\$3,605.00
Administration	\$19,300.00	\$3,726.00	\$23,026.00
TOTAL	\$282,674.00	\$94,856.00	\$377,530.00

Population Characteristics

Age of Participants

Sixty-one per cent of the students participating in Title I programs were 15 to 17 years old, 30 per cent were 18 to 20, and 9 per cent were 12 to 14 years old. The 2 juvenile institutions did not have any Title I participants over 17 years and the 2 adult institutions did not have any Title I participants under 15 years.

TABLE 3
TITLE I PARTICIPANTS BY AGE

AGE	INSTITUTION		TOTAL NUMBER	PER CENT
	JUVENILE	ADULT		
12-14	67	0	67	(9%)
15-17	451	9	460	(61%)
18-20	0	226	226	(30%)
TOTAL	518	235	753	100%

Previous Education

Institution staff were able to identify the previous educational placement for 582 or 77 per cent of the 753 students served in Title I programs. Prior to being enrolled in the Title I program, 26.1 per cent of the students had only completed their education through ninth grade and another 39.4 per cent had even less than a ninth grade education. Only 34.5 per cent of the students had completed more than ninth grade. In comparison, since 91 per cent of the children were more than 14 years old, 91 per cent were expected to have completed more than 9th grade.

TABLE 4
TITLE I PROGRAM PARTICIPANTS BY LAST
GRADE COMPLETED PRIOR TO COMMITMENT

GRADE	INSTITUTION				TOTAL*	
	JUVENILE		ADULT		NUMBER	PER CENT
	NUMBER	PER CENT	NUMBER	PER CENT		
5th	1	(0.3)	0	(0.0)	1	(0.2)
6th	15	(4.3)	5	(2.5)	20	(3.6)
7th	57	(16.4)	11	(5.5)	68	(12.4)
8th	106	(30.5)	21	(10.4)	127	(23.2)
9th	98	(28.2)	45	(22.4)	143	(26.1)
10th	59	(17.0)	57	(28.4)	116	(21.2)
11th	10	(2.9)	59	(29.3)	69	(12.6)
12th	1	(0.3)	3	(1.5)	4	(0.7)
TOTAL	347	(100%)	201	(100%)	548	(100%)

*Excluding 6 vocational and 28 special education students.

TABLE 5
TITLE I PROGRAM PARTICIPANTS BY
PRIOR EDUCATIONAL PLACEMENT

TYPE OF PLACEMENT	INSTITUTION					
	JUVENILE		ADULT		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Graded Class	347	(67)	201	(86)	548	(73)
Special Education	25	(5)	3	(1)	28	(4)
Vocational Education	6	(1)	0	(0)	6	(1)
Unknown	140	(27)	31	(13)	171	(23)
TOTAL	518	(100%)	235	(100%)	753	(100%)

TABLE 6
COMPARISON OF TITLE I STUDENTS' AGE AND LAST
GRADE COMPLETED PRIOR TO COMMITMENT

AGE (YEARS)	PER CENT OF STUDENTS	EXPECTED GRADE PLACEMENT FOR AGE	ACTUAL % OF STUDENTS BY LAST GRADE COMPLETED
10-11	0	5-6th grade	3.8
12-14	9	7-9th grade	61.7
15-17	61	10-12th grade	34.5
18-20	30	12th grade	0
TOTALS	100%		100%

Part of the discrepancy between the level of student education and the age of the students can be attributed to time spent out of school. Almost 40 per cent of the 582 students had been out of school one or more years before they were enrolled in the Title I program.

TABLE 7
TITLE I PARTICIPANTS BY YEARS OUT OF SCHOOL
BEFORE TITLE I ENROLLMENT

YEARS OUT OF SCHOOL	INSTITUTION				TOTAL	
	JUVENILE		ADULT			
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Less Than 1	361	96	14	7	375	64
1 - 2	16	4	58	28	74	13
2 - 3	1	1	70	34	71	12
More Than 3	0	0	62	30	62	11
TOTAL	378	100%	204	100%	582	100%
(Unknown)	140	-	31	-	171	-

Ethnic Membership

Forty per cent of the Title I students were White, 50 per cent were Black and 10 per cent were Native American or Spanish surnamed. The adult institutions had a higher proportion of minority students than did the juvenile institutions (71 versus 54 per cent).

TABLE 8
TITLE I PROGRAM PARTICIPANTS BY ETHNIC GROUP

RACIAL GROUP	INSTITUTION				TOTAL	
	JUVENILE		ADULT			
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
White	236	(46)	68	(29)	304	(40)
Black	220	(42)	153	(65)	373	(50)
Native American	41	(8)	8	(3)	49	(6)
Spanish Surname	21	(4)	6	(3)	27	(4)
TOTAL	518	(100%)	235	(100%)	753	(100%)

Length of Project Participation

The students did not participate in Title I programs very long. The average length of project enrollment was only 4.2 months.

TABLE 9
TITLE I PROGRAM PARTICIPANTS BY LENGTH OF
TITLE I PROGRAM ENROLLMENT, FY 1977

LENGTH	INSTITUTION				TOTAL	
	JUVENILE		ADULT			
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
1 - 4 Months	324	(63)	156	(66)	480	(64)
5 - 8 Months	163	(31)	59	(25)	222	(29)
9 - 12 Months	31	(6)	20	(9)	51	(7)
TOTAL	518	(100%)	235	(100%)	753	(100%)
Weighted Average	4.2 months		4.2 months		4.2 months	

TABLE 10
CHARACTERISTICS OF TITLE I PROGRAMS

FY 1977

CHARACTERISTIC	INSTITUTION				TOTAL STATE
	JUVENILE		ADULT		
	WALES	LINCOLN	BL. RIVER	WI REF.	
F.T.E. Staff	13.51	6.34	1.25	4.00	25.10
Teachers	5.0	4.0	0.75	4.00	14.75
Aides	1.0	0	0	0	1.00
Other	6.51	2.34	0.50	0	9.36
Estimated Expenditures					
Total	\$181,975.00	\$100,699.00	\$22,407.00	\$72,449.00	\$377,530.00
Per Pupil	\$579.54	\$493.62	\$974.21	\$341.74	\$501.37
Title I Students					
Unduplicated Total	314	204	23	212	753
Per Service:					
Reading Only	106	62	0	80	248
Reading & Motor Training	109	74	0	69	252
Mathematics	99	68	0	63	230
Reading and Math	0	0	23	0	23
Re-entry Counseling*	237	58	0	0	295
Vocational Careers*	47	0	0	0	47
Speech/Hearing Therapy*	75	0	0	0	75
Per Age Group:					
12-14	9%	19%	-	-	9%
15-17	91%	81%	17%	2%	61%
18-20	0	0	83%	98%	30%
Per Race:					
White	37%	58%	69%	24%	40%
Black	57%	20%	22%	70%	50%
Native American	2%	18%	9%	3%	6%
Spanish Surname	4%	4%	0	3%	4%
By Months of Title I Participation:					
1-4	53%	76%	65%	66%	64%
5-8	37%	23%	17%	26%	29%
9-12	10%	1%	17%	8%	7%
Weighted Mean	4.74 mo.	3.46 mo.	4.59 mo.	4.14 mo.	4.22 mo.

*Students receiving these services also received instructional services.

Inservice Training

All of the institutions provided inservice training for Title I staff.

Table 11 describes the extent of the training provided.

TABLE 11
INSERVICE TRAINING FOR TITLE I STAFF, FY 1977

EXPENDITURE	INSTITUTION				
	WISCONSIN REFORMATORY	BLACK RIVER	LINCOLN HILLS	WALFS	TOTAL
Total	\$230.00	\$465.00	\$1,080.00	\$1,830.00	\$3,605.00
Percent of Budget	0.3%	2.1%	1.1%	1.0%	1%
<u>Participants</u>					
Teachers	4	NA	5	10	19
Aides	0	NA	0	1	1
Other	0	NA	0	0	-
<u>Hours of Training</u>					
Per Participant	24	NA	NA	NA	NA

*Participants represent number of persons not the full-time equivalency of staff employed.

Comparison to Previous Years

In the 6 year period 1972 - 1977, the population of students served by Wisconsin's Title I programs in correctional institutions has shown the following changes:

- The number of students served increased by 40 per cent from 1972 - 1977 even though 1 of the institutions operating programs in 1972 (Kettle Moraine) was no longer doing so in 1977, two others (Oregon and Wisconsin Child Center) had been closed, and only 1 additional institution (Wisconsin State Reformatory) had been added.
- The racial composition of the Title I student population changed quite markedly in the 6 year period 1972 - 1977. The percentage of White students decreased from 60 to 40 per cent while the percentage of Black students rose from less than 30 to 50 per cent.
- The proportion of 18 to 20 year old participants, which equaled 21% in 1974 (the first year 2 adult institutions operated projects), almost doubled by the following year, and then declined to 30% in 1977. A corresponding increase in the 15 - 17 year old population was noted in this 3 year period while the percentage of 12 - 14 year olds remained relatively constant.
- The length of Title I program enrollment indicates an increasingly mobile population. The number of 1 - 4 month participants rose from 50 to 64% from 1975 to 1977 while the percentages of 5 - 8 and 9 - 12 month participants declined.

TABLE 12
COMPARATIVE ANALYSIS OF POPULATION SERVED BY
TITLE I PROGRAMS IN CORRECTIONAL SCHOOLS

1972 - 1977 INCLUSIVE

YEAR	1972	1973	1974	1975	1976	1977
Total Served	536	481	509	573	555	753
# Institutions	6	6	7	6	5	4
<u>Ethnic Characteristics:</u>						
White	60%	N/A	56.3%	53%	51%	40%
Black	27%	N/A	34.7%	40%	36%	50%
Indian	8%	N/A	5.7%	5%	11%	6%
Spanish Surname	5%	N/A			2%	4%
Other	0	N/A	3.3%	2%	0	0
<u>Age:</u>						
12-14	N/A	N/A	10%	8%	8%	9%
15-17	N/A	N/A	69%	54%	58%	61%
18-20	N/A	N/A	21%	38%	34%	30%
<u>Length of Participation:</u>						
1-4 months	N/A	N/A	N/A	50%	56%	64%
5-8 months	N/A	N/A	N/A	39%	33%	29%
9-12 months	N/A	N/A	N/A	11%	11%	7%
<u>Type of Institution:</u>						
Adult	8%	7%	22%	39%	35%	31%
Juvenile	91%	93%	78%	61%	65%	69%

IV. EVALUATION OF INDIVIDUAL PROGRAMS

Wisconsin State Reformatory

Program Design

Three separate components operated within Wisconsin State Reformatory's Title I program: tutorial reading, tutorial mathematics, and perceptual motor training/reading (henceforth PMT). PMT was the most expensive program per pupil, offered the greatest hours of service, had the lowest pupil-teacher ratio, and also had the lowest percentage of short-term (1-4 months) participants. Table 13 summarizes key features of these three program components.

TABLE 13
CHARACTERISTICS OF WISCONSIN STATE REFORMATORY'S
TITLE I E.S.E.A. PROGRAM

<u>COST</u>	<u>TUTORIAL READING</u>	<u>TUTORIAL MATH</u>	<u>P.M.T.</u>
Total Project Cost (est.)	\$18,781.00	\$20,392.00	\$30,562.00
Per Pupil	\$234.76	\$323.68	\$442.93
Hours of Service	187	187	250
Pupil-Teacher Ratio	1-5	1-4	1-2
<u>Participants</u>			
1 - 4 months	64 (80%)	42 (67%)	35 (51%)
5 - 8 months	13 (16%)	15 (24%)	27 (39%)
9 -12 months	3 (4%)	6 (9%)	7 (10%)
TOTAL	80 (100%)	63 (100%)	69 (100%)

Students in the tutorial programs received approximately 45 minutes of instruction each day (3.75 hours a week) in a basic education laboratory.

Those in the P.M.T. program received 2 hours of formal instruction each week and, depending on their schedule, 2 - 4 additional hours of individualized remedial drills. The formal instruction provided:

- physical re-training exercises designed to retrace critical aspects of perceptual development (30 minutes).
- drill on eye-hand coordination, time and spatial concepts, auditory discrimination, attention span, auditory and visual memory and concentration (30 minutes).
- development reading program.

Selection Procedures

The California Achievement Test--given to all students at Wisconsin Reformatory--was used to select project students. To participate in the PMT program, students also had to demonstrate the following characteristics:¹

- faulty reading and auditory understanding
- lack of motor coordination
- difficulty in completing assigned written tasks
- poor writing and spelling
- difficulty in sequential developments
- previous classification as a special education student.

Students identified with the above characteristics were then given the Doman Delacoto Screening tests, the I.E.S. test of impulsivity and the Goodenough Draw-A-Man test. Classroom teacher's analysis of findings from these tests were then used to identify "candidates handicapped by faulty perceptual problems which could have arisen from faulty sensory development."

¹Quoted from Wisconsin State Reformatory's Title I Application.

Intended Outcomes

Objectives stated for these program components indicated that the PMT and tutorial reading services were expected to improve student reading achievement and that the tutorial math services were expected to improve student mathematics achievement. The PMT program description also suggested that this program was expected to influence student behavior.

"In the affective domain we will seek to determine program impact upon observable classroom behavior and performance. Perceptual motor training does not teach a student to read. However, through his participation in the program he does become involved and committed to a learning experience, experiences success which is self-maturing, learns to pay attention and concentrate. The composite result should enhance performance within the academic domain which would be reflected by standardized achievement tests in a pre/post test design."¹

Evaluation Findings

Evaluation of the tutorial components was based on the California Achievement Test and the Gates MacGinitie Reading Test was used to evaluate PMT students.² PMT students were also assessed with the I.E.S. test of impulsivity and the SRA General Abilities Test.

Pre and post test achievement scores were reported for 62 per cent of the PMT, 61 per cent of the tutorial reading but only 33 per cent of the tutorial mathematics students.

¹Application - pg. 6.

²Although the CAT was also used to select students, a different form of the test was used for pre testing.

Tutorial Programs.--The California Achievement test grade equivalent scores indicated that students in the tutorial reading program improved their reading achievement. (Differences between student pre and post test scores were statistically significant at the 0.05 level.) The average grade equivalent gains for 2 - 4, 5 - 8, and 9 - 12 months participants (1.05, 1.25, and 1.86) exceed the amounts of gain expected of students at average achievement levels in similar periods of time.

Because only one-third of the students served by the tutorial math program were included in the findings for this program, the test scores were not analyzed.

PMT Program.--The Gates MacGinitie scores of students in the PMT program did not reflect improved reading ability. (Differences between pre and post test scores were not statistically significant and reflected only minimal gains on the part of program participants.)

The SRA test of General Ability did indicate an improvement in student grade expectancy scores but this test measures "ability independent of acquired skills such as reading and arithmetic", thus it is not surprising that gains were not also seen in student reading ability.¹

The IES (Arrow Dot) test used to assess behavioral changes, showed raw score gains of 2.48, 4.27, and 4.90 on the part of 2 - 4, 5 - 8, and 9 - 12 month participants. However, the significance of these gains could not be determined because test norms and information on the properties of the raw scores on this test were unavailable.

¹Quoted from, Science Research Associates, Test and Guidance Catalog, 1975, p. 33.

FIGURE 2.--WISCONSIN STATE REFORMATORY TUTORIAL STUDENTS CALIFORNIA
ACHIEVEMENT TEST READING GRADE EQUIVALENT SCORES

POST TEST(G.E.)

N = 49

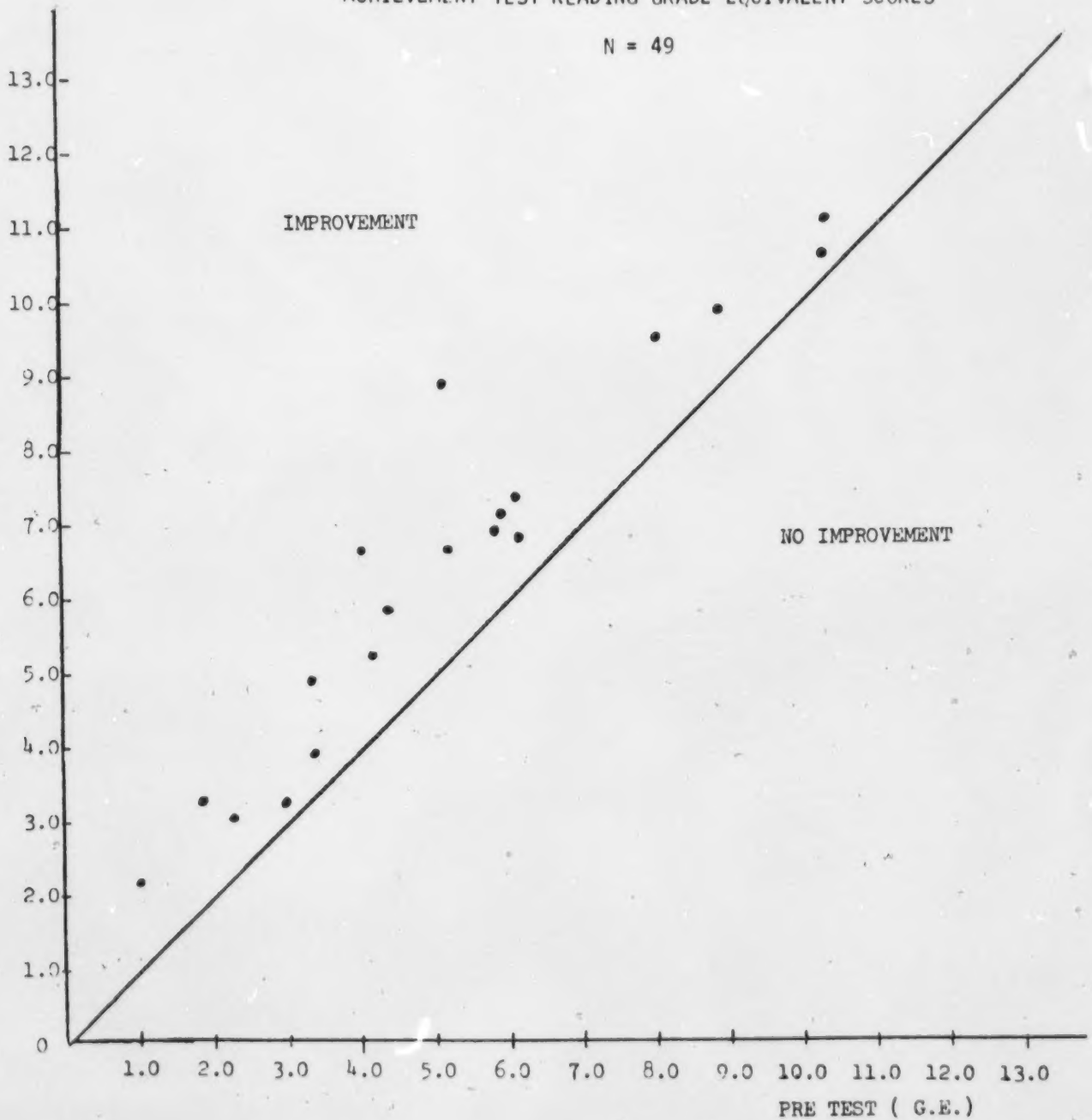


FIGURE 3.--WISCONSIN STATE REFORMATORY P.M.T. STUDENTS GATES MACGINITIE

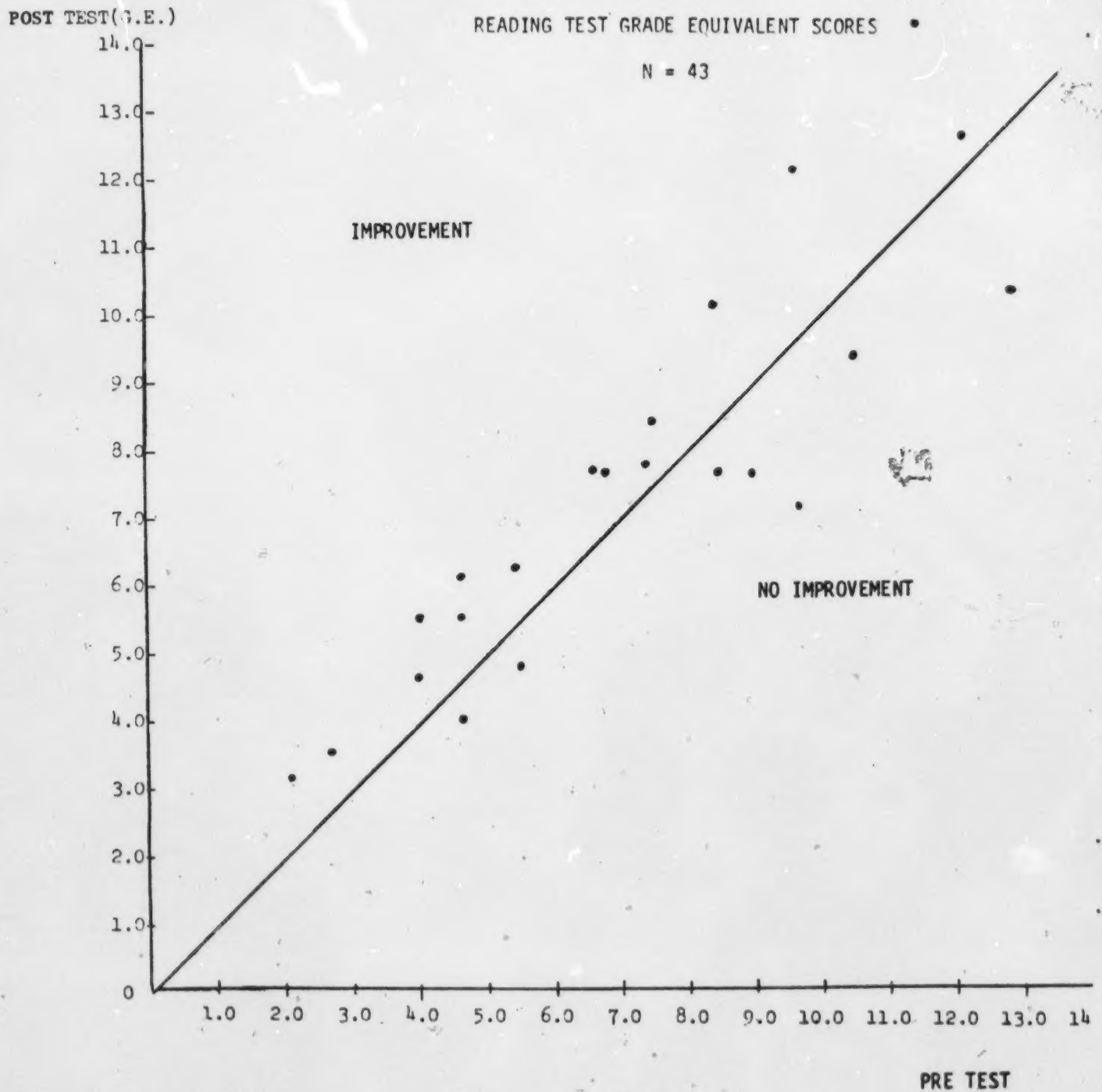


FIGURE 4.--WISCONSIN STATE REFORMATORY TUTORIAL MATH STUDENTS CALIFORNIA

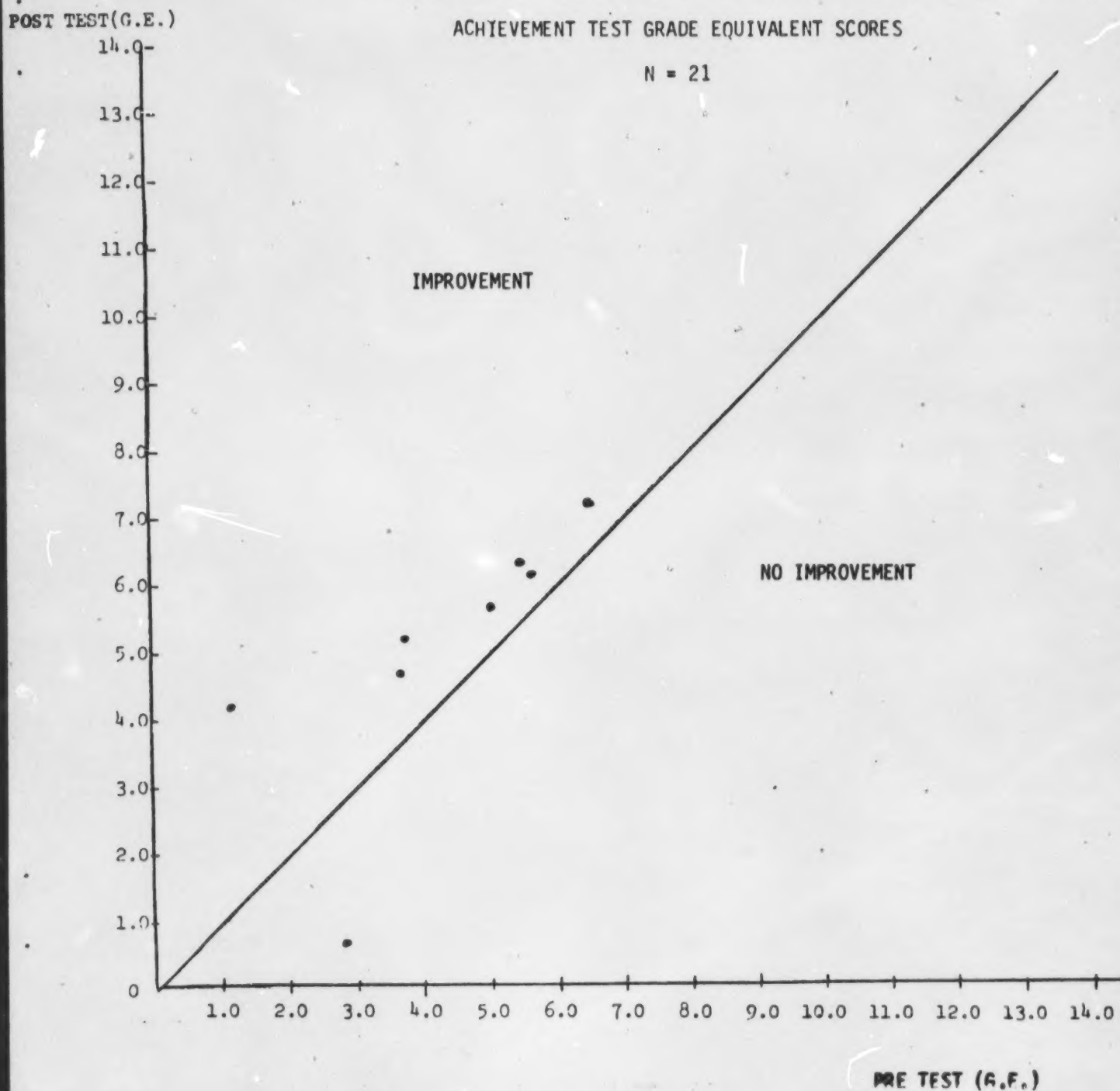


TABLE 14

WISCONSIN STATE REFORMATORY TUTORIAL STUDENTS CALIFORNIA

ACHIEVEMENT TEST READING GRADE EQUIVALENT SCORES

(N = 49)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	2	1.5	2.1	-	-	-	-	-	-
2	5	2.3	3.0	2	1.7	3.2	-	-	-
3	3	3.4	3.9	1	3.0	3.2	2	3.2	4.9
4	4	4.0	6.6	2	4.2	5.8	1	4.1	5.2
5	5	5.2	6.6	-	-	-	1	5.1	8.9
6	6	6.1	6.7	1	6.1	7.4	1	5.9	6.9
7	-	-	-	1	5.8	7.1	-	-	-
8	-	-	-	6	8.0	9.5	-	-	-
9	-	-	-	1	8.9	9.9	-	-	-
10	3	10.4	11.1	2	10.1	10.6	-	-	-
TOTAL	28			16			5		
ANALYSIS	$r = +0.95$, $t = 6.46$, $df = 18$ Significant Gain at $\alpha = 0.05$								
WEIGHTED GAIN		1.05			1.35			1.86	

TABLE 15

WISCONSIN STATE REFORMATORY TUTORIAL MATH STUDENTS CALIFORNIA

ACHIEVEMENT TEST GRADE EQUIVALENT SCORES

(N = 21)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	-	-	-	1	1.2	4.2	-	-	-
2	1	2.8	0.6	-	-	-	-	-	-
3	5	3.7	4.6	2	3.8	5.2	-	-	-
4	2	4.9	5.6	-	-	-	-	-	-
5	5	5.4	6.3	-	-	-	2	5.5	6.1
6	3	6.5	7.2	-	-	-	-	-	-
TOTAL	16			3			2		

TABLE 16
 WISCONSIN STATE REFORMATORY P.M.T. STUDENTS GATES
 MACGINITIE READING TEST GRADE EQUIVALENT SCORES
 (N = 43)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	-	-	-	-	-	-	-	-	-
2	1	2.1	3.1	2	2.7	3.5	-	-	-
3	-	-	-	4	4.0	4.6	1	3.8	5.5
4	2	4.6	5.5	4	4.6	6.1	2	4.6	4.0
5	2	5.5	4.7	2	5.3	6.3	-	-	-
6	2	6.6	7.7	3	6.7	7.6	-	-	-
7	1	7.4	8.4	2	7.4	7.8	-	-	-
8	-	-	-	3	8.4	7.7	1	8.4	10.2
9	1	9.6	7.2	3	9.0	7.6	-	-	-
10	-	-	-	3	10.5	9.4	1	9.6	12.2
11	-	-	-	-	-	-	1	11.4	14.7
12	-	-	-	-	-	-	1	12.1	12.6
13	-	-	-	1	12.9	10.4	-	-	-
TOTAL	9			27			7		
ANALYSIS	$r = .0.88$, $t = 1.39$, $df = 21$ Not significant at $\alpha = 0.05$								
WEIGHTED AVERAGE	0.22			0.12			1.2		

TABLE 17
 WISCONSIN STATE REFORMATORY PMT STUDENTS' SRA
 GENERAL ABILITY GRADE EXPECTANCY SCORES
 (N = 43)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
3	-	-	-	1	3.9	5.1	-	-	-
4	-	-	-	1	5.1	9.1	-	-	-
5	-	-	-	4	5.5	7.0	2	5.9	9.6
6	5	6.7	6.7	6	6.6	8.6	2	6.5	9.5
7	1	7.3	7.8	6	7.5	9.4	-	-	-
8	-	-	-	5	9.2	10.2	1	8.8	9.6
9	3	10.0	10.7	2	9.6	10.3	1	8.8	12.9 ⁺
10	-	-	-	2	10.5	12.9 ⁺	-	-	-
11	-	-	-	-	-	-	1	11.2	12.9 ⁺
TOTAL	9			27			7		
ANALYSIS	r = 0.82 , t = 5.65 , df = 15 Significant at $\alpha = 0.05$								

TABLE 18
 WISCONSIN STATE REFORMATORY PMT STUDENTS'
 I.E.S. TEST SCORES, ARROW DOT SECTION**

SUBTEST	2 - 4 MONTHS		5 - 8 MONTHS		9 - 12 MONTHS	
	PRE	POST	PRE	POST	PRE	POST
Impulses*	4.17	4.2	5.1	1.87	4.9	1.3
Ego	14.72	17.2	15.67	19.94	15.6	20.1
Superego	4.11	1.6	2.23	1.19	2.5	1.6
AVERAGE GAIN	2.48		4.27		4.5	

*Perfect scores for subtests are 0, 23, and 0 respectively.

**IES Test authors are L.A. Dombrose and M.S. Solbin, Western Reserve University. The I score reflects hostility, freedom from control and externalization, and violation of prohibitions; the E score reality testing and problem solving orientation and control of unacceptable impulses; the S score expressions of guilt and rigid, moralistic, self-depriving and overcautious behavior.

Black River Camp

Program Description

Black River Camp's Title I program had only 1 component: youth tutoring youth. Students in this program were tutored in reading and mathematics 30 to 60 minutes per day by another inmate. The tutor coordinator, an institution teacher, selected volunteer tutors, identified student needs, developed individual student objectives, selected instructional materials and provided inservice training for the student tutors. A part-time clerk maintained student records and prepared instructional materials. The program cost approximately \$20,700.00.

Selection of Students

The Stanford Achievement Test--given to all inmates at Black River Camp the first week of their participation in the Camp's educational program--was used to select students who would receive tutoring. Students in the Camp's educational program having a reading ability of fourth grade or less or an arithmetic ability of fifth grade or less were selected for the tutoring program.

Evaluation Findings

The Stanford Achievement test was also used as a pre and post test to evaluate the impact of this project. Because pre and post test scores could only be reported for a small number of students, further evaluation will be needed to assess the impact of this project.¹ However, the scores that were reported suggest that tutored students made significant progress in reading and mathematics.

¹Only 23 students were served by this program. Reading scores were reported for 13 students and math scores for 18 students.

FIGURE 5.--BLACK RIVER STATE CAMP TUTORING PROGRAM STUDENTS'
STANFORD ACHIEVEMENT GRADE EQUIVALENT SCORES

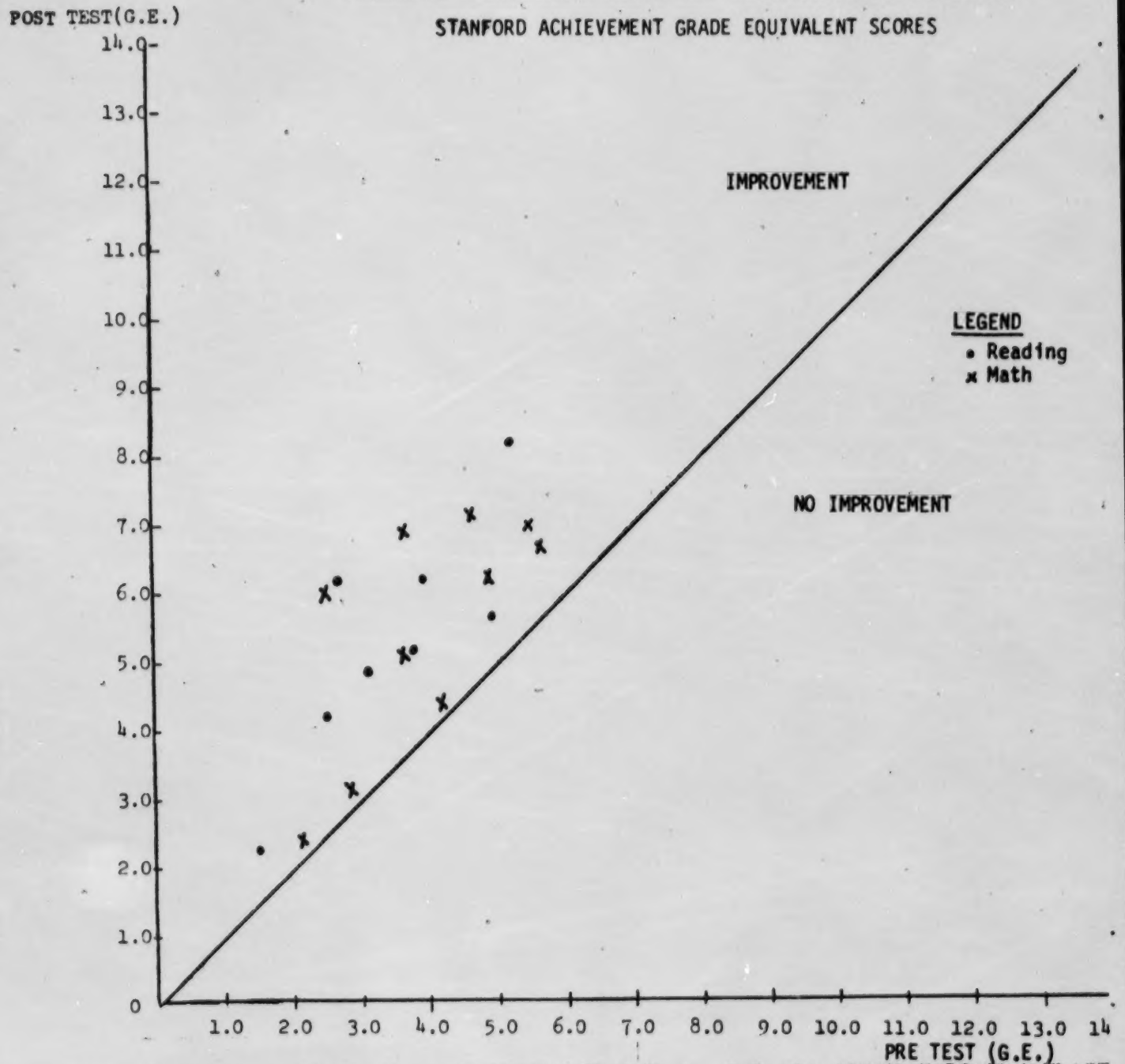


TABLE 19
 BLACK RIVER CAMP'S YOUTH TUTORING YOUTH STUDENT STANFORD
 ACHIEVEMENT READING GRADE EQUIVALENT SCORES
 (N = 13)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	-	-	-	1	2.7	6.2	2	1.5	2.2
2	1	3.1	4.8	-	-	-	1	2.5	4.1
3	3	3.8	5.1	-	-	-	-	-	-
4	3	4.9	5.6	1	3.9	6.2	1	5.4	8.2
TOTAL	7			2			4		
AVERAGE GAIN		1.1			2.9			1.45	

TABLE 20
 BLACK RIVER CAMP'S YOUTH TUTORING YOUTH STUDENT STANFORD
 ACHIEVEMENT MATHEMATICS GRADE EQUIVALENT SCORES
 (N = 18)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	-	-	-	1	2.5	6.0	1	2.2	2.4
2	-	-	-	-	-	-	1	2.9	3.1
3	4	3.6	6.9	-	-	-	1	3.7	5.2
4	2	4.2	4.4	2	4.6	7.1	-	-	-
5	4	5.6	6.7	1	4.9	6.3	-	-	-
6	1	5.7	6.9	-	-	-	-	-	-
TOTAL	11			4			3		
AVERAGE GAIN		1.7			2.5			0.63	

Lincoln Hills School

Program Design

Lincoln's Title I program included 4 components: tutorial reading, perceptual motor training/reading (PMT), tutorial mathematics, and re-entry counseling.

TABLE 21
CHARACTERISTICS OF LINCOLN'S TITLE I
ESEA PROGRAM COMPONENTS

COST	INSTRUCTIONAL			SUPPORTIVE RE-ENTRY COUNSELING
	PMT	READING	MATH	
Total Project (est.)	\$32,651.00	\$24,820.00	\$22,931.00	\$11,497.00
Per Pupil	\$441.23	\$400.32	\$337.22	\$198.22
Total Hours of Service	200	141	135	85
Pupil-Teacher Ratio	1 - 5	1 - 2	1 - 2	NA
Participants				
2 - 4 months	50 (68%)	48 (77%)	58 (85%)	56 (97%)
5 - 8 months	24 (32%)	13 (21%)	10 (15%)	2 (3%)
9 - 12 months	0	1 (2%)	0	0
TOTAL	74 (100%)	62 (100%)	68 (100%)	58 (100%)

PMT.--The PMT program was the most expensive, offered the greatest hours of service but had the highest pupil-teacher ratio. It was similar to the PMT program at Wisconsin State Reformatory (described on page 16).

Tutorial Programs.--Students in the tutorial mathematics or reading programs were served after school hours in their cottages or in a separate Title I room. They received approximately 3 hours of service a week from the Title I math or reading teacher. Both tutorial programs used a diagnostic prescriptive approach.

Re-entry Counseling.--The re-entry counseling program was staffed by one full-time teacher. This teacher compiled the following information on each participating student approximately one month prior to their release review:

- Standardized achievement test scores.
- Comments from the student's teachers concerning his social, emotional, and educational abilities and limitations.
- Speech, language, and hearing information.
- Psychoeducational evaluation (when available).
- Multi-disciplinary team referral if applicable.

Prior to the student's release, the re-entry teacher contacted the student's parole agent. If the agent was willing to support the re-entry project, his or her family was contacted and a meeting scheduled with the school system and the parole agent. The re-entry teacher and the student's parents were also asked to attend this meeting. Information on the student was then reviewed to familiarize the school with the student's special needs.

Selection of Students

To select students for the tutorial programs, the Title I staff requested institution teachers to refer students judged in need of tutorial services. Referred students were then tested with the Metropolitan and/or Stanford Achievement Test. Students achieving below the sixth grade level were eligible for Title I services.

Students with a composite score of 7.0 or below on the Stanford Achievement Reading test or who showed "learning deficient areas" at the initial interview upon entering the institution were selected for screening for the PMT program.

Additional screening procedures for this program were the same as those used at Wisconsin State Reformatory. (See page 16.)

Students already selected for the 3 other Title I program components at Lincoln were screened to determine their need/support for re-entry service. Four positive responses to the screening device (see Appendix A) was the criterion for re-entry eligibility.

Intended Effects

The tutorial programs attempted to improve student reading or mathematics achievement, the PMT to improve student reading achievement as well as their behavior, and the re-entry program to help students remain in a public or alternative school setting following their release from the institution.

Evaluation Findings

Tutorial Reading.--The Stanford Diagnostic Reading Test - Level II (1966 ed.) was used to evaluate the tutorial reading program. Pre and post test grade equivalent scores were reported for 41 or 66 per cent of the students served. These scores indicated that students improved their reading ability. (Difference between student pre and post test scores were significant at the 0.05 level.) The average gains for 2 - 4 and 5 - 8 month participants were 1.43 and 2.08 grade equivalents although the one 9 - 12 month participant showed a slight loss (0.1 grade equivalent).

Tutorial Mathematics.--The Metropolitan Achievement Test, Elementary Level, Form F, was used to evaluate tutorial mathematics students. Grade equivalent

scores from this test indicated that students improved their mathematics achievement. However, scores were reported for only 39 or 57 per cent of the 68 students receiving tutorial math services; thus, they may not represent the total population. The scores showed that 2 - 4 month participants improved their grade equivalent scores by 2.10 and 5 - 8 month participants improved their scores by 1.99 grade equivalents.

Perceptual Motor Training.--Gates MacGinitie Reading Test grade equivalent scores were reported for 65 or 88 per cent of the 74 program participants. These scores also indicated improvement in student reading ability. Two to four month participants' scores improved by 0.50 grade equivalents and 5 - 8 month participants' by 1.47 grade equivalents.

The SRA General Ability Test also indicated improved performance on the part of students ($p < .05$) and the IES Test suggested student behavior improved. (A raw score gain of 1.81 points was observed for 2 - 4 month participants and a gain of 3.68 points was observed for 5 - 8 month participants on EGO (Normal) subtest.)

FIGURE 6.--LINCOLN HILLS TUTORIAL READING STUDENTS'
 STANFORD DIAGNOSTIC READING TEST AND TUTORIAL
 MATHEMATICS STUDENTS' METROPOLITAN
 ACHIEVEMENT TEST GRADE EQUIVALENT
 SCORES (N=80)

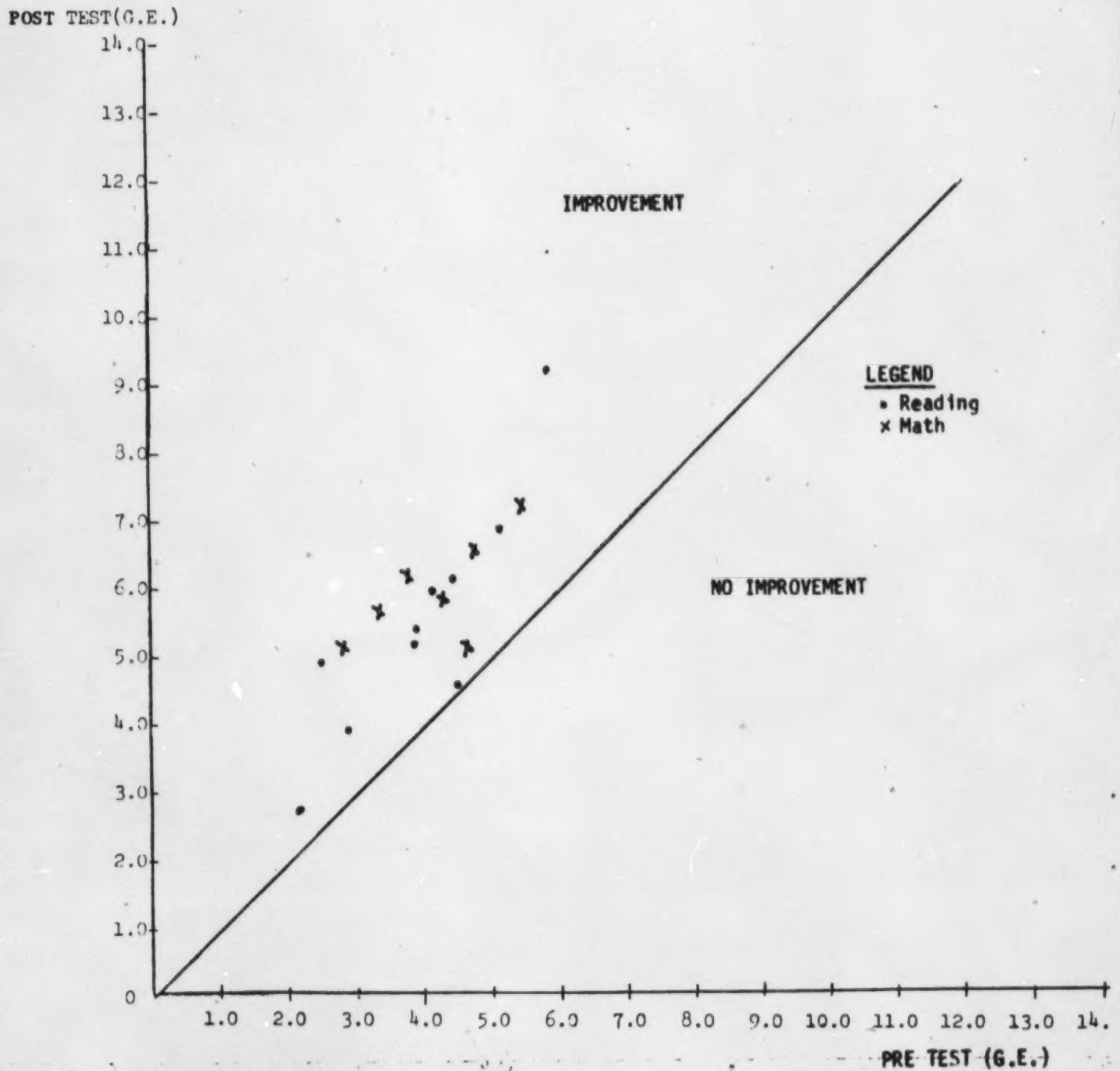


FIGURE 7.--LINCOLN HILLS SCHOOL PMT STUDENTS GATES MACGINITIE

. POST TEST(G.E.)

READING TEST GRADE EQUIVALENT SCORES (N=65)

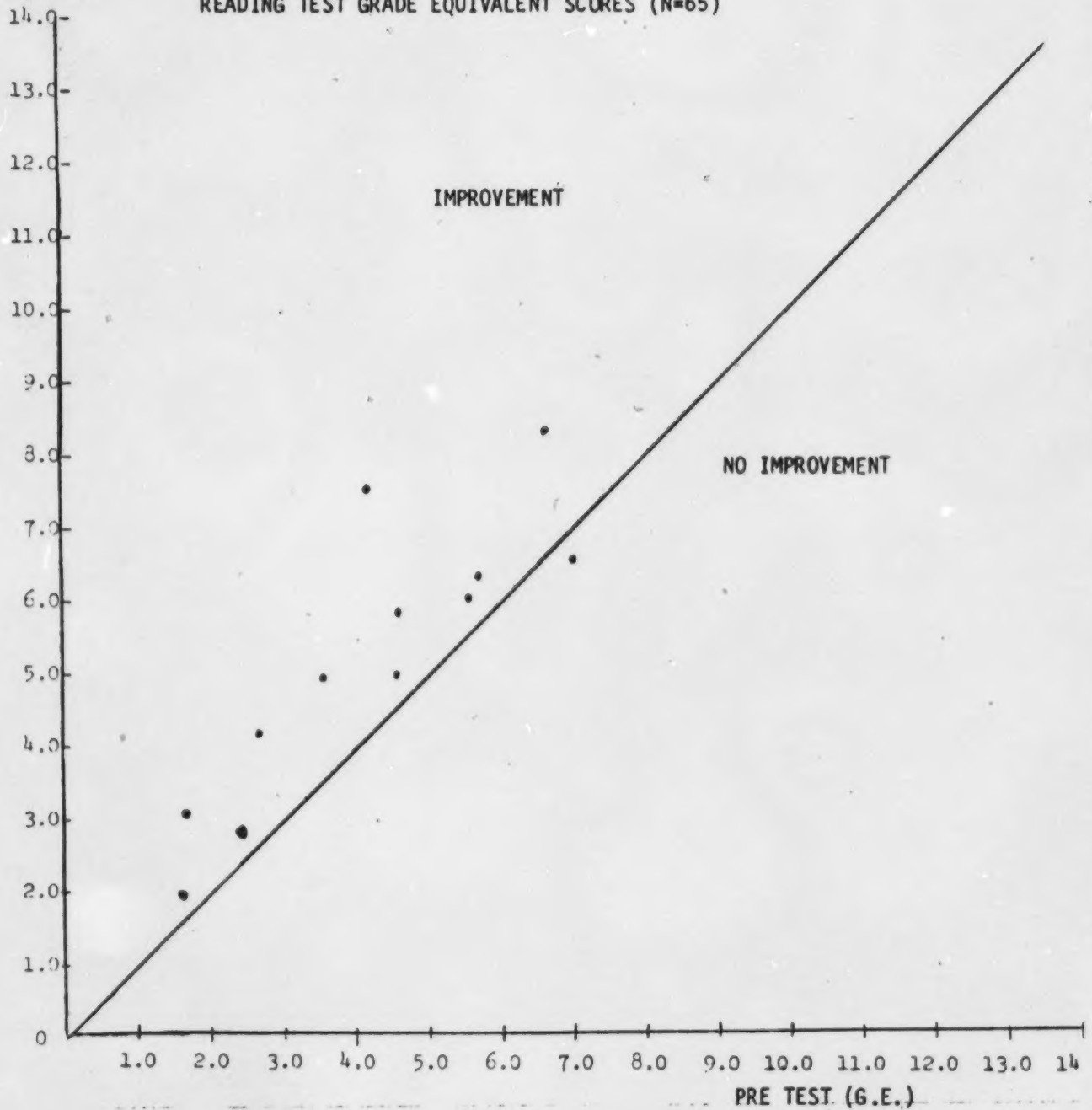


TABLE 22

LINCOLN HILLS SCHOOL TUTORIAL READING STUDENTS' STANFORD
DIAGNOSTIC READING TEST GRADE EQUIVALENT SCORES (N=41)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	3	2.10	2.73	-	-	-	-	-	-
2	5	2.76	3.90	5	2.52	4.84	-	-	-
3	4	3.75	5.17	1	3.90	5.40	-	-	-
4	8	4.45	6.18	5	4.24	5.92	1	4.6	4.5
5	8	5.20	6.81	1	5.80	9.20	-	-	-
TOTAL	28			12			1		
ANALYSIS	$r = +0.87$, $t = 5.20$, $df = 9$ Significant at $\alpha = 0.05$								
WEIGHTED GAIN	1.43			2.08			-0.1		

TABLE 23

LINCOLN HILLS SCHOOL TUTORIAL MATHEMATICS STUDENTS' METROPOLITAN
ACHIEVEMENT MATHEMATICS TEST (Elementary, Form F)
GRADE EQUIVALENT SCORES (N=39)

GROUP	LENGTH OF PARTICIPATION					
	2 - 4 MONTHS			5 - 8 MONTHS		
	N	PRE	POST	N	PRE	POST
1	-	-	-	-	-	-
2	6	2.75	5.15	-	-	-
3	9	3.31	5.73	4	3.67	6.20
4	13	4.39	5.91	3	4.73	6.53
5	3	5.30	7.30	1	4.70	5.10
TOTAL	31			8		
ANALYSIS	$r = 0.62$, $t = 6.64$, $df = 6$ Significant Gain at $\alpha = 0.05$					
WEIGHTED GAIN	2.0			1.99		

TABLE 24
LINCOLN HILLS SCHOOL PMT STUDENTS GATES
MACGINITIE READING COMPREHENSION TEST GRADE EQUIVALENT SCORES
(N = 65)

GROUP	LENGTH OF PARTICIPATION					
	2 - 4 MONTHS			5 - 8 MONTHS		
	N	PRE	POST	N	PRE	POST
1	7	1.70	1.90	2	1.70	3.00
2	9	2.38	2.78	3	2.70	4.20
3	6	3.55	4.90	4	4.10	7.48
4	6	4.60	4.96	6	4.73	5.78
5	11	5.48	6.07	6	5.80	6.37
6	2	7.00	6.50	3	6.60	8.27
TOTAL	41			24		
ANALYSIS	$r = 0.87$, $t = 3.49$, $df = 11$ Significant Gain at $\alpha = 0.05$					
AVERAGE GAIN	0.51 G.E.			1.47 G.E.		

TABLE 25
LINCOLN HILLS SCHOOL PMT STUDENTS SRA
GENERAL ABILITY TEST GRADE EXPECTANCY SCORES
(N = 65)

GROUP	LENGTH OF PARTICIPATION					
	2 - 4 MONTHS			5 - 8 MONTHS		
	N	PRE	POST	N	PRE	POST
2	1	3.10	3.90			
3	1	3.90	5.60			
4	4	4.80	5.67	1	4.70	6.10
5	11	5.55	6.39	4	5.80	8.03
6	9	6.63	7.97	9	6.61	8.10
7	6	7.98	9.19	3	7.63	8.43
8	4	8.55	8.83	4	8.43	11.08
9	2	9.65	9.50	2	9.65	11.50
10	2	10.75	8.75	1	10.90	12.80
11	1	12.10	10.50			
TOTAL	41			24		
ANALYSIS	$t = 3.06$, $df = 16$, $r = 0.88$ Significant Gain at $\alpha = 0.05$					

TABLE 26
LINCOLN HILLS PMT STUDENTS'
IES RAW SCORES
(N=65)

SUBTEST	LENGTH OF PARTICIPATION					
	2 - 4 MONTHS			5 - 8 MONTHS		
	N	PRE	POST	N	PRE	POST
I	41	4.34	3.12	24	4.14	2.21
E	41	14.56	16.37	24	14.9	18.58
S	41	4.10	3.51	24	3.96	2.21
AVERAGE GAIN*		1.81			3.68	

*Represents tabulation of second subtest (E). The perfect score for this second subtest is 23. For the others 0 is a perfect score.

Re-entry Counseling.--The re-entry teacher reported serving a total of 56 students and making a total of 287 contacts during the period June 30, 1976 to May 30, 1977. Over half of these contacts (55 per cent) were phone contacts, 17 per cent were written contacts and approximately one-third (28 per cent) were personal contacts. The re-entry teacher's report provided the following information on re-entry students released from the institution.

TABLE 27
 LINCOLN HILLS SCHOOL RE-ENTRY STUDENTS' PLACEMENT
 FOLLOWING RELEASE FROM LINCOLN
 (N=56)

NUMBER	PER CENT	DISPOSITION
8	14	Positive follow-up report (8 weeks following release).
6	11	Returned to correctional institution (release revoked).
2	3.5	Refused to attend school.
4	7	Transferred to school for delinquent children.
5	9	Direct discharge.
4	7	Academically "too low to attend schools". ^a
9	16	No service needed. ^b
1	2	Vocational school.
4	7	GED.
2	3.5	Employed.
6	11	Unknown 1--Turned 18, no follow-up 2--Missed release 2--Unanticipated release 1--Out-of-state release
5	9	Unaccounted for (not included in re-entry teacher's report).
56	100%	

^aRe-entry teacher's student classification "We do have kids academically too low to attend schools. We have kids reading at 2nd and 3rd grade level. Determinations are from teachers and social workers."

^bSocial Worker or parole agent determination.

Wales, Ethan Allen School

Program Design

Wales had the largest Title I program. It included: remedial mathematics, reading, perceptual motor training combined with reading (PMT), vocational career counseling, re-entry counseling, and speech/hearing/language therapy. Collectively these programs served 314 students. Remedial reading was the most expensive project.

TABLE 28
CHARACTERISTICS OF WALES TITLE I PROJECTS

	REMEDIAL READING	REMEDIAL MATH	PMT	VOC. CAREERS	RE-ENTRY COUNSELING	SPEECH HEARING LANGUAGE THERAPY
<u>Cost</u>						
Total Project	\$60,526.00	\$19,804.00	\$29,029.00	\$17,579.00	\$22,245.00	\$19,382.00
Per Pupil	\$571.00	\$200.00	\$266.00	\$374.00	\$94.00	\$258.00
Hours of Service	235	235	235	47	94	165
Pupil-Teacher Ratio	1 - 6	1 - 2	1 - 5	1 - 32	1 - 90	1 - 1 to 1 - 5
<u>Participants</u>						
2 - 4 Months	65 (61%)	37 (37%)	66 (61%)	36 (77%)	120 (51%)	38 (51%)
5 - 8 Months	34 (32%)	39 (39%)	43 (39%)	11 (23%)	92 (39%)	22 (29%)
9 - 12 Months	7 (7%)	23 (23%)	0	0	25 (10%)	15 (20%)
TOTAL	106	99	109	47	237	75

Remedial Reading.--The Title I reading program was staffed by 3 teachers and 1 aide. Students were scheduled to receive 5 hours of classroom instruction each week for 30 weeks (150 hours) but the evaluation indicated more service was provided (235 hours). The instructional program relied heavily upon the the E.D.L. (Educational Developmental Laboratories) reading program published

by CTB/Mc Graw Hill.¹ Instruction was provided in a 2 room lab.

Remedial Math.--Students in the remedial math program received individual or small group instruction in the Title I classroom. One Title I teacher was employed to work with the 99 students served in the program. Students were scheduled to receive 5 hours of assistance each week for 8 to 30 weeks.

PMT.--This project was similar to that offered at Wisconsin State Reformatory. (Described on page 16.)

Vocational Careers.--Vocational career students received an hour of counseling each week for 30 weeks. The program, staffed by 1 teacher, was divided into 2 phases. In phase I, individual student interests and aptitudes were studied, students explored materials on career options, and used role playing to increase their job interviewing skills. In the second phase of the program, they worked part-time and continued their studies part-time. Counseling was continued to improve job related skills.

Re-entry Counseling.--This program was similar to that at Lincoln. (Described on page 29.)

Speech/Hearing/Language.--The speech therapist conducting this program served students removed from elective classes. The amount of service provided to individual students depended upon the severity of their handicap and varied from one-half hour a week to 5 hours a week. Both individual and small group instruction were offered. The focus was on speech/hearing/language problems adversely affecting reading, writing, spelling, and mathematics skills.

¹This program provides tapes, filmstrips, test and other instructional materials.

Selection of Title I Students

The California Achievement test was used to select students for the remedial reading and remedial mathematics programs and for preliminary identification of PMT students. (Further criteria for identifying PMT students were similar to those at Wisconsin State Reformatory.)

To be selected for the vocational careers program, a student had to be in one of the other instructional phases of the Title I program, enrolled in the state funded vocational career program at Wales, at least 17 years old, and also judged to be one of the "least academically adequate students".¹

To be in the re-entry program, a student had to be in one of the other Title I academic programs and also be under 17 years old.

To be in the speech/hearing/language program, students had to be in another Title I instructional program and be identified as one of the "most handicapped" by their classroom teacher.¹ Children thus referred were assessed further by the speech therapist who made the final selection of project students.

Evaluation Findings

Remedial Mathematics.--Pre and post test grade equivalent (G.E.) scores from the Metropolitan Achievement Test (Intermediate Level) were reported for 81 students (82 per cent of the 99 served). These scores indicated that students

¹As stated in Wales' Title I Application.

improved their mathematics skills. The average gain for 2 - 4 month participants was 1.22 G.E.; for 5 - 8 month participants, 1.01 G.E.; and for 9 - 12 month participants, 1.15 G.E.

Remedial Reading.--Forms C and D of the Gates MacGinitie Reading Test were used to evaluate the remedial reading program. Pre and post test scores were only available for 47 or 44 per cent of the 106 students participating in this program. Analysis of the scores indicated improved reading performance but the small number of participants reported on suggest they may not reflect the impact of this program. Two to four month participants' scores increased by 0.26 G.E., 5 - 8 month participants by 0.77 G.D. and the 1 long term participant's score improved by 1.0 G.F.

Perceptual Motor Training.--Forms E and F of the Gates MacGinitie Reading Test were used to evaluate the PMT program. Scores were reported for 57 or 52 per cent of the 109 program participants. Analysis of these scores did not indicate that participants improved their ability to read. Since differences between pre and post test scores were not statistically significant they may have occurred due to chance factors. The grade equivalent scores of 2 - 4 month participants declined by 0.28 and those of 5 - 8 month participants improved by 0.71 grade equivalent.

Vocational Careers.--Forty-two of the 47 students in this program were placed in occupational training programs in the institution grounds. The job performance of 32 of these students was high enough to allow them to be placed on a payroll position through the federally sponsored Youth Employment Program.

Thirty-five of the 42 students placed in jobs were also evaluated with a locally developed occupational training performance scale. Possible scores on this scale ranged from 5 to 25. The scale rated students in 5 areas: attendance and punctuality, relationship with fellow workers, achievement of work skills, attitude toward work, and response to supervision. Job-site supervisors rated students in each of these 5 areas. Item scales ranged from 1 (very poor) to 5 (excellent). Comparison of pre and post test mean ratings showed a gain of 2.6 points (from 15.2 to 17.8) indicating improved job performance.

Re-entry Counseling.--Two follow-up studies were reported for the re-entry program. The first study covered 17 public school placements between April and July of 1976; the second, 45 public school placements between July 1976 and February 1977. Both studies showed that 9 weeks following their placement, all of the students in work study and alternative public school programs were still enrolled. However, neither of the 2 full-time school placements in the first follow-up study and only half of the 20 in the second study were still enrolled nine weeks later.

Speech/Hearing/Language.--The speech therapist's report described a number of problems affecting the implementation of this program: delays in selecting students most in need of services, scheduling problems, staff assignment difficulties, and conflicts between instructional staff and the therapist regarding responsibilities and decision-making authority. The therapist's report described the amount of improvement shown by individual students with articulation, hearing, or other language disabilities.

FIGURE 8.--WALES REMEDIAL READING STUDENTS GATES MACGINITIE
READING TEST GRADE EQUIVALENT SCORES (N=47)

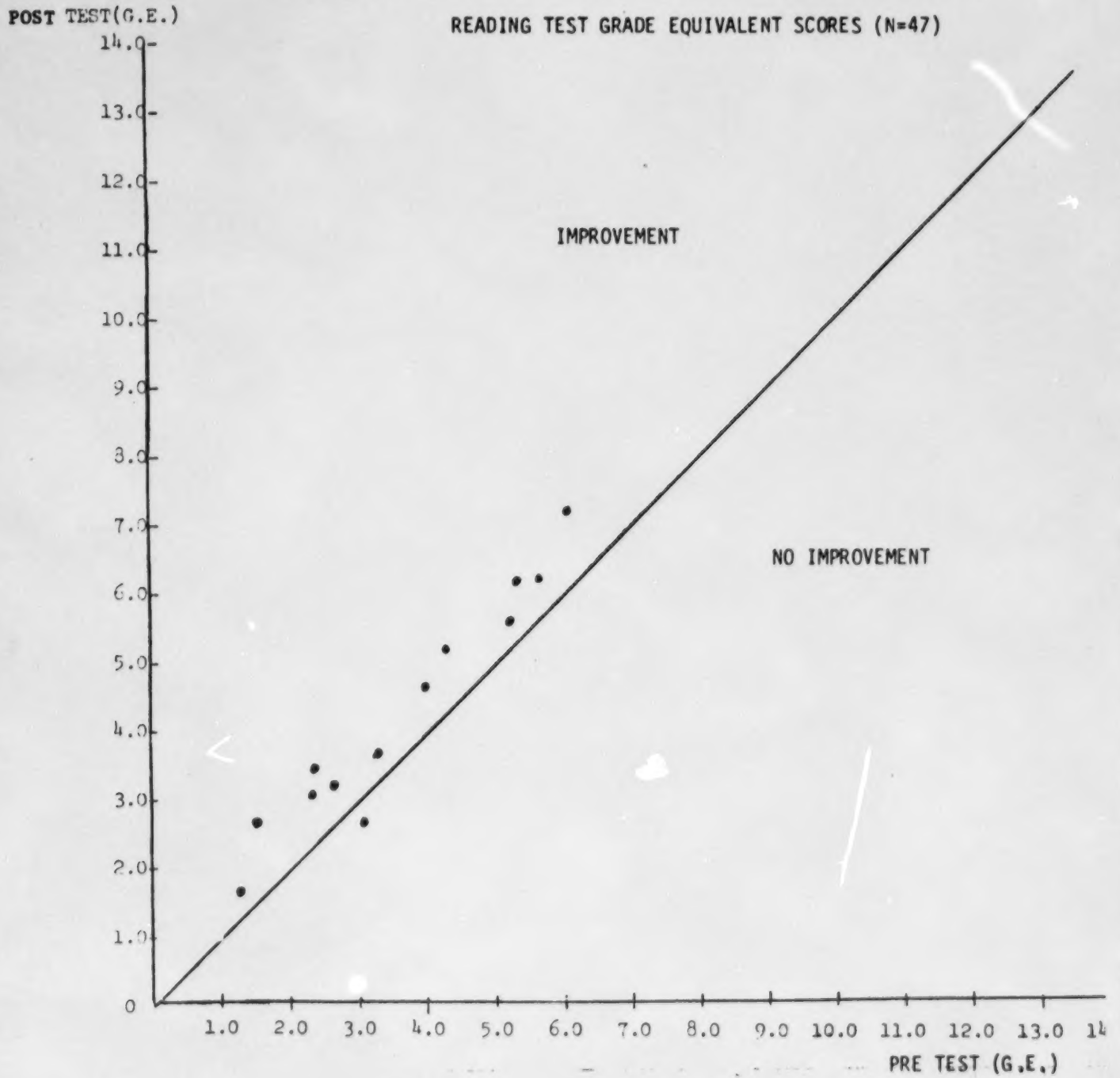


FIGURE 9.--WALES REMEDIAL MATH STUDENTS' METROPOLITAN ACHIEVEMENT TEST
(INTERMEDIATE LEVEL) GRADE EQUIVALENT SCORES (N=81)

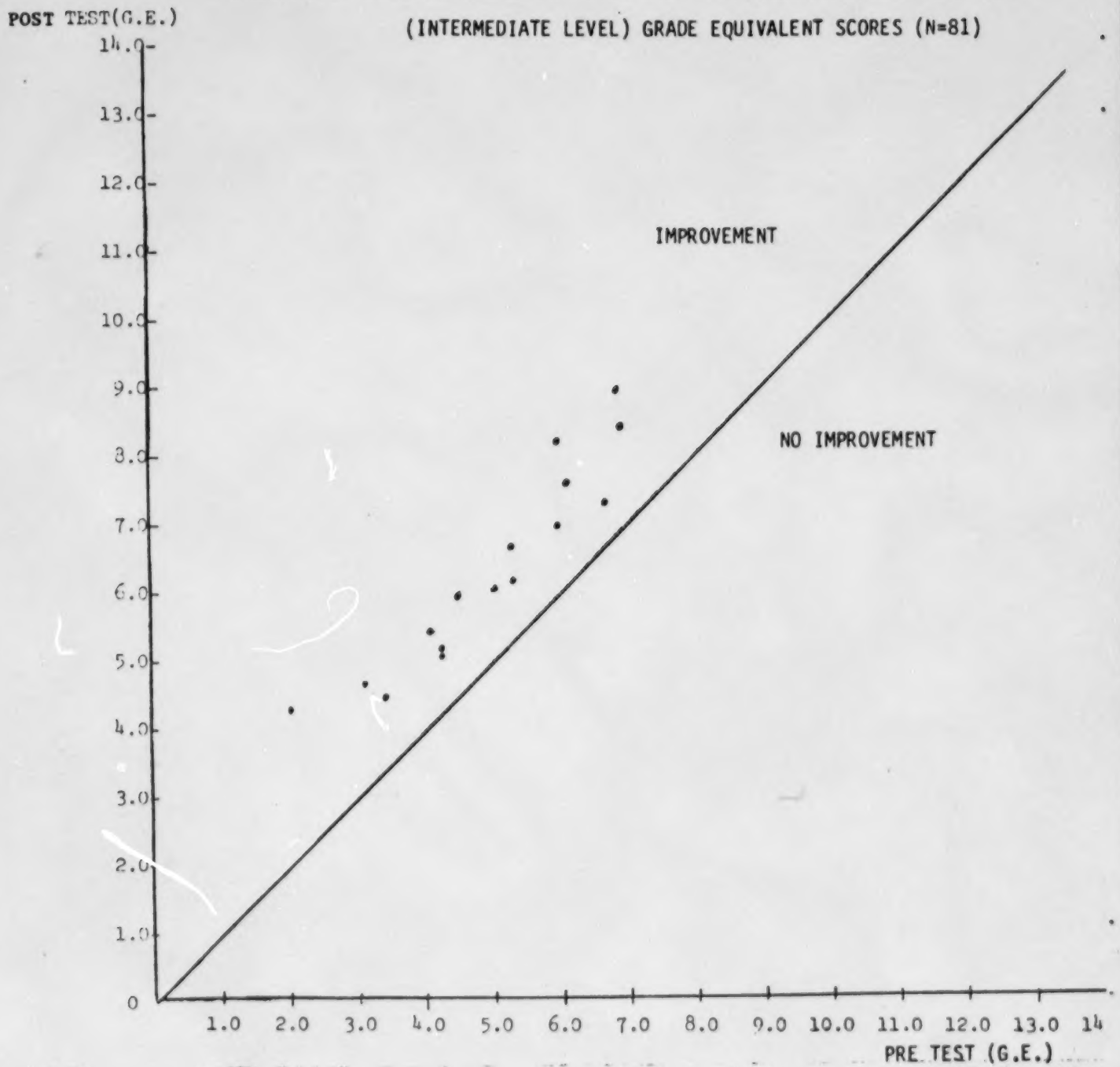


FIGURE 10.--WALES PMT STUDENTS' GATES MACGINITIE READING
TEST GRADE EQUIVALENT SCORES (N=57)

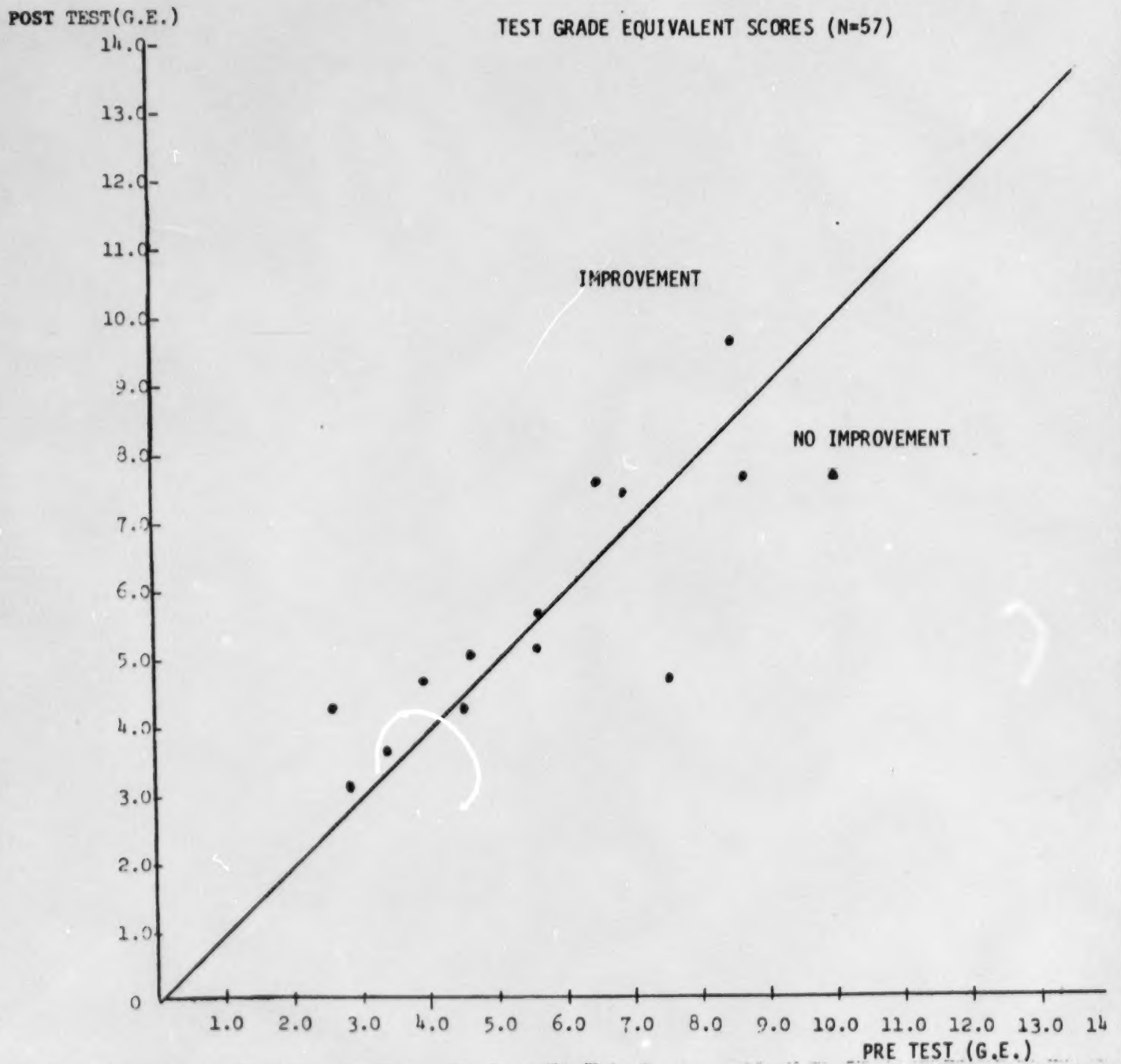


TABLE 29
WALES REMEDIAL READING STUDENTS GATES MACGINITIE
GRADE EQUIVALENT TEST SCORES (N=47)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
1	-	-	-	1	1.5	2.7	-	-	-
2*	1	1.4	1.6	-	-	-	-	-	-
	5	2.4	3.4	2	2.3	3.0	-	-	-
3*	2	2.6	3.2	-	-	-	-	-	-
	10	3.2	2.7	2	3.3	3.7	-	-	-
4	8	4.1	4.7	3	4.4	5.2	-	-	-
5	6	5.3	5.6	3	5.3	6.2	-	-	-
6	3	5.8	6.2	-	-	-	1	6.2	7.2
TOTAL	35			11			1		
ANALYSIS	t = 4.76 , df = 12 , r = 0.97 Significant Gain at $\alpha = 0.05$								
AVERAGE GAIN	0.26			0.77			1.0		

*Scores reported separately because different test levels were used.

TABLE 30
WALES REMEDIAL MATH STUDENTS METROPOLITAN
ACHIEVEMENT TEST, INTERMEDIATE LEVEL
GRADE EQUIVALENT SCORES (N=81)

GROUP	LENGTH OF PARTICIPATION								
	2 - 4 MONTHS			5 - 8 MONTHS			9 - 12 MONTHS		
	N	PRE	POST	N	PRE	POST	N	PRE	POST
2	-	-	-	1	2.0	4.3	-	-	-
3	4	4.3	5.2	1	3.5	4.4	1	3.2	4.6
4	6	4.3	5.1	2	4.2	5.4	2	4.5	5.9
5	14	5.3	6.6	13	5.1	6.0	5	5.3	6.2
6	6	6.2	7.5	16	6.0	6.9	1	5.9	8.2
7	6	6.8	8.4	2	6.9	8.8	1	6.8	7.3
TOTAL	36			35			10		
ANALYSIS	t = 9.73 , df = 15 , r = 0.93 Significant Gain at $\alpha = 0.05$								
AVERAGE GAIN	1.22			1.01			1.15		

TABLE 31
 WALES PMT STUDENTS' GATES MACGINITIE READING
 TEST SCORES, FORMS E-F (N=57)

GROUP	LENGTH OF PARTICIPATION					
	2 - 4 MONTHS			5 - 8 MONTHS		
	N	PRE	POST	N	PRE	POST
2	6	2.8	3.2	1	2.7	4.3
3	2	3.4	3.6	10	3.8	4.7
4	4	4.5	4.4	6	4.7	5.0
5	4	5.7	5.6	3	5.5	5.1
6	6	6.8	7.4	5	6.5	7.5
7	4	7.5	4.7	4	7.7	8.7
8	-	-	-	1	8.4	9.6
9	1	10.0	7.7	-	-	-
TOTAL	27			30		
ANALYSIS	$t = 0.32$, $df = 13$, $r = 0.83$ Gain not Significant at $\alpha = 0.05$					
GAIN AVERAGE		-0.28			+0.71	

V. SUMMARY AND CONCLUSIONS

The following chart summarizes the evaluation findings for the programs operated in 1977 and also, since similar evaluation procedures were used in 1976, compares these to the findings for the previous year. To summarize the information from these comparisons, a percentage score for each program type was derived by dividing the number of successful implementations (*) by the total number of implementations with enough information to judge the program's impact. (Reports based on less than half of the participants were excluded in counting the total number of implementations.)

This comparison showed the remedial-tutorial reading programs to be successful in 6 out of 6 implementations (rating of 100), remedial-tutorial mathematics successful in 4 out of 5 implementations (rating of 80), and PMT to be successful in 2 out of 6 implementations (rating of 30).

Comparative data on re-entry and non-re-entry students were only available for 1 implementation (Lincoln, 1976). It showed no significant differences between the proportions of re-entry and non-re-entry students discharged in an 8 month period who violated parole or had direct discharge revocations.

SUMMARY OF FINDINGS

PROGRAM TYPE	SITE								RATING
	WI. REF.		BL. RIVER		LINCOLN		WALES		
	1976	1977	1976	1977	1976	1977	1976	1977	
Remedial/ Tutorial									
Reading	NA	*	*	*	*	*	*2-4 mo -5-8 mo *9-12 mo	?	100
Math	NA	?	*	*	*	?	-	*	80
PMT	-2-4 mo *5 8 mo *9-12 mo	-	NA	NA	-2-4 mo -5-8 mo 79-12 mo	*	-2-4 mo -5-8 mo 79-12 mo	-	30
Re-entry	NA	NA	NA	NA	-	?	?	?	?

*Shows difference between pre and post test scores was statistically significant and also that student gains exceeded those expected of average students in a similar time period.

?Not enough students reported on (must be $\geq 50\%$) to judge project impact.

-Gains not significant.

NA-Program not operated at this site.

Recommendations

- The low success rate for the PMT programs suggest that serious consideration be given to replacing this program with the more successful remedial-tutorial programs.
- A more complete evaluation of the re-entry program is needed. To assess its effectiveness, institutions should be required to report comparative data on re-entry and non-re-entry students a year following their release. Since there is no evidence showing that a student's placement 8 weeks following his or her release effectively predicts

his or her re-adjustment to the community, a longer follow-up period is needed.

- Procedures for evaluating student achievement should be improved. It is recommended that institution educational administrators should consider adopting one achievement test to evaluate student reading and mathematics achievement. The test adopted should, if possible, provide:

1. A locator test to determine which test level should be given to students.
2. An expanded standard score scale so that out-of-level scores can be converted to in-level norms.
3. Fall, mid-year, and spring empirical norms to allow testing throughout the year (necessary due to student mobility).
4. Diagnostic information on student reading and/or mathematics instructional needs. (To assist project teachers.)

It is also recommended that reports to the state education department present only student standard scores so the analysis can combine scores from students given different test levels and more accurately determine student gains during the project period.

Finally, it is recommended that a meeting on evaluation practices be planned by the state education department for institution Title I staff in the late summer or early fall.

APPENDIX A

SCREENING DEVICE/LINCOLN HILLS RE-ENTRY PROGRAM

Math: _____ Reading: _____ Date Tested: _____

SCREENING DEVICE

Those Title I students involved in the Tutorial Math/Reading Program and the Perceptual Motor Training Program will be screened, based on the following four questions. Every student who received a "yes" to all four questions will be involved in the Re-entry Program.

1. Is the family supportive of the student's educational experiences? (Does the family think attending school and obtaining a high school diploma is important for their child?)

Yes _____ No _____

Comments: _____

2. Will the child need special academic services or classes (math and/or reading) when he/she re-enrolls in the public school?

Yes _____ No _____

Comments: _____

3. Will the student be released to the community school during the school year?

Yes _____ No _____

Comments: _____

Name of School _____

Address _____

Administrator _____

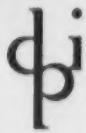
4. Is the parole officer supportive of the re-entry program, and willing to work with the re-entry staff when they contact the public school?

Yes _____ No _____

Comments: _____

Name _____

Phone _____



APPENDIX B
PROGRAMS FOR CHILDREN IN STATE OPERATED OR
SUPPORTED INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

ESEA TITLE I ANNUAL EVALUATION

1. Institution - Name and Address: _____

2. Name of Person Completing Report: _____
3. Name of Your Cooperative Project: _____
 Fiscal: _____
4. Report the number of students enrolled in your Title I Program according to the length of time they were enrolled, the last grade they completed at the school they attended prior to commitment, and the number of years they had been out of school before being enrolled in the Title I Program. If this information is not available, report the student in the N/A column.

A. STUDENTS ENROLLED 1 - 4 MONTHS

LAST GRADE COMPLETED AT SCHOOL ATTENDED PRIOR TO COMMITMENT													
YRS. OUT OF SCHOOL	4	5	6	7	8	9	10	11	12	SP ED	VOC ED	N/A	TOTAL
Less Than 1												-	
1 - 2												-	
2 - 3												-	
More Than 3												-	
TOTAL													

B. STUDENTS ENROLLED 5 - 8 MONTHS

LAST GRADE COMPLETED AT SCHOOL ATTENDED PRIOR TO COMMITMENT													
YRS. OUT OF SCHOOL	4	5	6	7	8	9	10	11	12	SP ED	VOC ED	N/A	TOTAL
Less Than 1												-	
1 - 2												-	
2 - 3												-	
More Than 3												-	
TOTAL													

C. STUDENTS ENROLLED 9 - 12 MONTHS

LAST GRADE COMPLETED AT SCHOOL ATTENDED PRIOR TO COMMITMENT													
YRS. OUT OF SCHOOL	4	5	6	7	8	9	10	11	12	SP ED	VOC ED	N/A	TOTAL
Less Than 1												-	
1 - 2												-	
2 - 3												-	
More Than 3												-	
TOTAL													

5. Description of Title I Population Served:

A. Age Range (Number):

B. Ethnic Distribution:

12 - 14: _____

White _____

Spanish Surname _____

15 - 17: _____

Black _____

Other _____

18 - 20: _____

Nat. American _____

C. Indicate the Typical Ratio of Pupils Per Teacher Per Class:

Reading 1: _____

Math 1: _____

Other 1: _____

6. Statistical Description of Program

Directions:

Number of Children Served

Enter the total number of Title I children that received this service in your Title I Program, even if the service was offered to the child for part of the year. If a child was involved in more than one phase of your project, he will be counted more than once.

Number of Title I Staff

Since an individual staff member may have worked in more than one phase of your project, a single staff member may be counted more than once. However, please list only Title I Staff Members that were given specific responsibility for implementing this phase and who worked in the project phase on a regular basis. Report staff as number of persons. (Each staff member equals 1.)

Total Hours Devoted to the Phase Per Pupil

This figure should equal (number of hours per day per pupil) X (number of days per week phase was offered) X (number of weeks the program phase was offered). For example, if art was offered 1 hour per day, 3 days a week for 10 weeks: (1) X (3) X (10) = 30.0 hours. If a phase was offered 7 hours a day, 5 days a week for 36 weeks, the number of hours would be 1260.0.

Amount of Funds

Report the total amount of Title I funds (including A, B Incentive, Carry-Over B and C Grant funds) expended and/or encumbered between the beginning and ending dates of your project. In reporting the amount of funds for each phase you should account for the total expenditures made with Title I, ESEA funds. This means that expenditure categories such as "Diagnosis" should be reported under the project phase for which they were done. If the diagnosis covered several project phases (ie., Reading and Mathematics) pro-rate the cost and enter it under each of the appropriate phases. Fringe benefits, social security, and all other such expenditures should also be reported under the project phases for which they were expended. Inservice expenses should be reported on line 013, and administrative expenses on line 014. Use line 010 for any remaining expenses which have not been reported on the other lines. If you show expenditures of Title I money for a project phase in this column, be sure to fill in the corresponding information in the other columns. When you have completed the information for all phases, total the money entered in that column.

Project Phase	Number of Children	Amount of Title I Funds	Title I Staff			Average Hours Of Instruction Pupil
			Teachers	Aides	Other	
1. English-Reading						
2. English-Speech						
3. English-Lang. Arts						
4. Math						
5. Psycho. Motor Skills						
6. Cultural Enrichment						
7. Youth Tutoring Youth						
8. Other Instruction						
9. Guidance Counseling Reentry						
10. Other Expenditures						
11. Psychological						
12. Speech Therapy						
13. Inservice for Title I Staff	---					
14. Administration	---					
Totals	---					---

7. Title I Personnel Employed for Fiscal Year*

Directions:

Refer to "Title I ESEA Budget Analysis" (PI-IS-ES-18) to calculate the Title I Full Time Equivalency (F.T.E.) of staff positions funded by Title I. For each Title I staff member multiply his or her total FTE by the percent of time s/he worked in the Title I Program.

Example: If you had 3 Elementary Teachers

Total F.T.E.	X	% Emp. Title I	=	Title I F.T.E.
0.75	X	0.75	=	0.56
0.50	X	0.10	=	0.05
0.33	X	1.00	=	0.33
				<u>0.94</u> = the Elementary Teachers F.T.E.

Be sure to convert all percents and FTEs to decimals before multiplying. Express all FTEs to 2 decimal places eg: 1.00, 0.08, 0.16, etc.)

Position	Full Time Equivalency
1. Teaching Elementary	
2. Teaching Secondary	
3. Teacher Aide	
4. Clerical	
5. Psychologist	
6. Testing	
7. Counseling (Reentry)	
8. Speech Therapist	
9. Administration	
10. Volunteers (Non-salaried)	
TOTAL	

8. Standardized Test Scores

Directions:

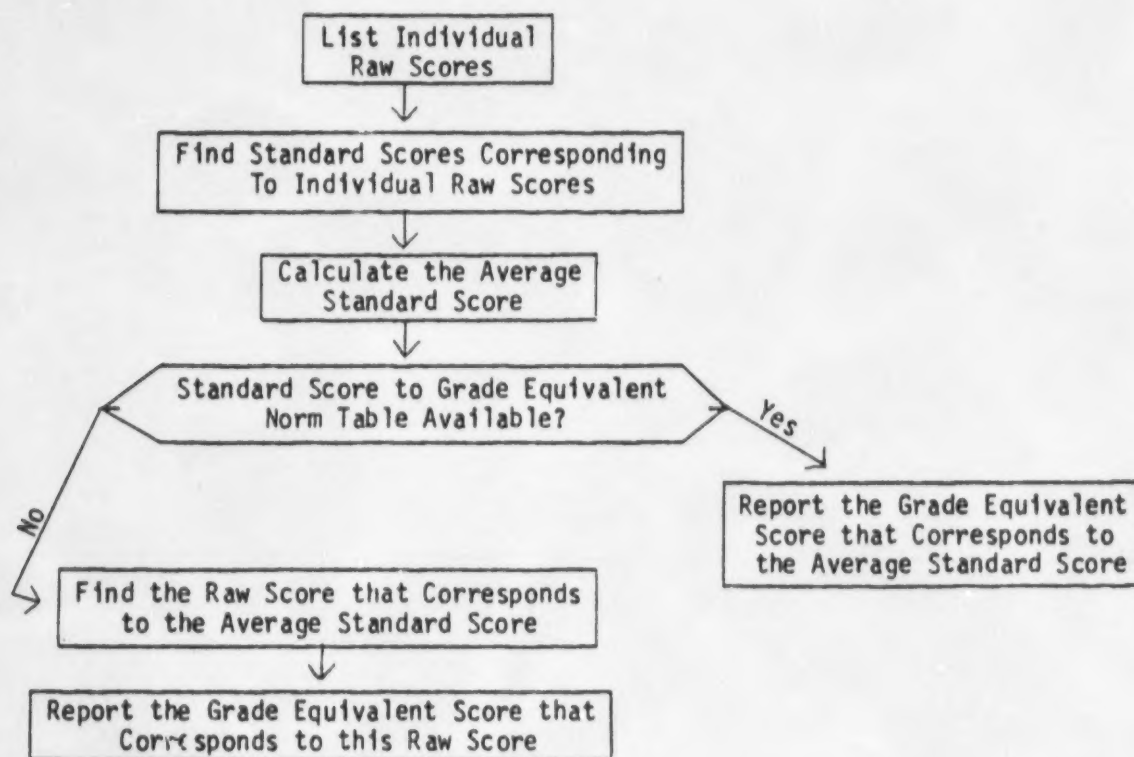
This report will not include students who only were served 1 month, or students who weren't both pre and post tested.

After student scores have been sorted by achievement group, project activity, and months of Title I project participation, each students' score should be

transformed to the appropriate standard score.¹ Student standard scores should then be averaged, and the grade equivalent score corresponding to the average standard score reported.

Because the purpose of using standard scores is to find the average score for a group of students at the same achievement level, if you have only 1 student at a given achievement grade level, you won't need to report the standard score.

If the test which you are using does not have a standard score to grade equivalent conversion table, you will have to find the raw score which corresponds to the average standard score and use this raw score to find the appropriate grade equivalent score. The following chart illustrates this process:



¹Use the enclosed guide to sort student scores by achievement groups.

GUIDE TO SORTING STUDENT TEST SCORES
(This table lists student pre test scores by month of testing and suggested achievement group assignment.)

Suggested Achievement Group Assignment	Month of Pre Testing										
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July Aug.
1st	.6- 1.5	.6- 1.6	.6- 1.7	.6- 1.8	.6- 1.9	.6- 2.0	.6- 2.1	.6- 2.2	.6- 2.3	.6- 2.4	.6- 2.5
2nd	1.6- 2.5	1.7- 2.6	1.8- 2.7	1.9- 2.8	2.0- 2.9	2.1- 3.0	2.2- 3.1	2.3- 3.2	2.4- 3.3	2.5- 3.4	2.6- 3.5
3rd	2.6- 3.5	2.7- 3.6	2.8- 3.7	2.9- 3.8	3.0- 3.9	3.1- 4.0	3.2- 4.1	3.3- 4.2	3.4- 4.3	3.5- 4.4	3.6- 4.5
4th	3.6- 4.5	3.7- 4.6	3.8- 4.7	3.9- 4.8	4.0- 4.9	4.1- 5.0	4.2- 5.1	4.3- 5.2	4.4- 5.3	4.5- 5.4	4.6- 5.5
5th	4.6- 5.5	4.7- 5.6	4.8- 5.7	4.9- 5.8	5.0- 5.9	5.1- 6.0	5.2- 6.1	5.3- 6.2	5.4- 6.3	5.5- 6.4	5.6- 6.5
6th	5.6- 6.5	5.7- 6.6	5.8- 6.7	5.9- 6.8	6.0- 6.9	6.1- 7.0	6.2- 7.1	6.3- 7.2	6.4- 7.3	6.5- 7.4	6.6- 7.5
7th	6.6- 7.5	6.7- 7.6	6.8- 7.7	6.9- 7.8	7.0- 7.9	7.1- 8.0	7.2- 8.1	7.3- 8.2	7.4- 8.3	7.5- 8.4	7.6- 8.5
8th	7.6- 8.5	7.7- 8.6	7.8- 8.7	7.9- 8.8	8.0- 8.9	8.1- 9.0	8.2- 9.1	8.3- 9.2	8.4- 9.3	8.5- 9.4	8.6- 9.5
9th	8.6- 9.5	8.7- 9.6	8.8- 9.7	8.9- 9.8	9.0- 9.9	9.1-10.0	9.2-10.1	9.3-10.2	9.4-10.3	9.5-10.4	9.6-10.5
10th	9.6-10.5	9.7-10.6	9.8-10.7	9.9-10.8	10.0-10.9	10.1-11.0	10.2-11.1	10.3-11.2	10.4-11.3	10.5-11.4	10.6-11.5
11th	10.6-11.5	10.7-11.6	10.8-11.7	10.9-11.8	11.0-11.9	11.1-12.0	11.2-12.1	11.3-12.2	11.4-12.3	11.5-12.4	11.6-12.5
12th	11.6-12.5	11.7-12.6	11.8-12.7	11.9-12.8	12.0-12.9	12.1-13.0	12.2-13.1	12.3-13.2	12.4-13.3	12.5-13.4	12.6-13.5
13th	12.6 +	12.7 +	12.8 +	12.9 +	13.0 +	13.1 +	13.2 +	13.3 +	13.4 +	13.5 +	13.6

A child tested in September who had a pre test score of 1.4 would be assigned to the first group. Once a student's achievement group is determined from his/her pre test score, that same achievement group is used to report the post test score. Thus a student with a pre test of 1.7 in December would be reported in the first group even if his/her post test was higher than 2.5.

Achievement Group # _____

2-4

5-8

9-12

[illegible]

*For local use only. Do not return to DPI.

9. Standardized Test Scores*

Project Activity _____ Name of Test Used _____

of 1 Month Participants _____

A. 2-4 Month Participants

Achievement Group	Number Tested	Pre Test				Post Test			
		Standard Score		Corresponding Grade Equivalent		Standard Score		Corresponding Grade Equivalent	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

B. 5-8 Month Participants

Achievement Group	Number Tested	Pre Test				Post Test			
		Standard Score		Corresponding Grade Equivalent		Standard Score		Corresponding Grade Equivalent	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

*Note that test scores are reported by the length of time the student actually participated in your project. This may be less than the length of time the student was enrolled in your project.

C. 9-12 Month Participants

Achievement Group	Number Tested	Pre Test				Post Test			
		Standard Score		Corresponding Grade Equivalent		Standard Score		Corresponding Grade Equivalent	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

9. Narrative Evaluation

- A. Does the program description in your Application for Grant accurately describe the program you operated? (Note any major changes made in your program during the year.)

Project Activity

Change

- B. If all the students served in your Title I project were not included in the test results, explain why students were omitted.

Project Activity

Students Omitted

- C. Summarize your evaluation of any supportive service objectives (counseling, health) or any instructional objectives that were not included in the test score report (Question 8).

Objective(s)

Findings

- D. What recommendations do you have for future Title I programs?

Project Activity

Recommendations

APPENDIX C

HISTORY OF TITLE I PROGRAMS

- 1967 - First year of program operation. Four state institutions (Black River, Kettle Moraine, Oregon and Wales) operate projects.
- 1969 - Wisconsin Child Center for Neglected Children operates first Title I project. Total projects - 5.
- 1972 - Lincoln Boys School operates first Title I project. Total projects - 6.
- 1974 - Wisconsin State Reformatory operates first project.
- 1975 - Wisconsin Child Center is closed.
- 1976 - Kettle Moraine is closed.
- 1977 - Oregon Girls School is closed.